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ABSTRACT

Three curriculum units for the fifth grade level focus on: (1) conservation skills; (2) newspaper's history and organization; and (3) television's skills and talents. Each unit's behavioral objectives emphasize career opportunities within the communications, newspaper, and television industries. A chart format is used to list suggested content questions, teaching techniques and learning activities, and learning resources and materials. Culminating activities and a special supplement describing suggested projects for a newspaper-in-the-classroom program are featured in the newspaper unit. The newspaper-in-the-classroom program includes social studies, language arts, science, mathematics, and business activities. Resource lists are provided for each unit and include: books, encyclopedias, pamphlets, filmstrips, films, and transparencies. (SD)

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C A R E E R E D U C A T I O N P R O G R A M

G E N E V A
A R E A
C I T Y
S C H O O L S

UNIT TITLE: Communication Through Conversation

"Conversation That Turns You On!"

APPROXIMATE GRADE LEVEL: Grade 5

MAJOR SUBJECT AREA: Language Arts

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

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CE003771

INTRODUCTION TO: Communication Through Conversation
"Conversation That Turns You On!"

This unit has been developed to be used with fifth grade students. It is basically a language arts unit but other subject matter can relate to it easily. The unit may also be modified to work with other grade levels.

BROAD OBJECTIVES:

1. To help students become aware of speech as it applies to job roles and careers.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Imagine how early man in prehistoric times, before they knew how to talk, might have expressed the thoughts which you express today by the following words: 1. This is mine. 2. Go away! 3. Come here! 4. Hush! 5. Hurry! 6. Good-by.		
1. What is conversation?	Students discuss why conversation is a source of communication in everyday life:	Text: Our Language Today	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	1. Home 2. School Cafeteria Library Main Office 3. Jobs Observe duties plus necessary conversation 4. Recreation Observe directions necessary in P.E. Correlate all of this with history of speech and its need in civilization from early to modern times.		
2. What occupations require good conversation?	Let students list various occupations. Discuss each of the occupations and describe how conversation is essential in each. Suggested occupations for consideration are: 1. Editor 2. Teacher 3. Radio-TV Announcer		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	4. Librarian 5. Lawyer 6. Doctor 7. Receptionist 8. Reporter 9. Sales Person 10. Clergy 11. Nurse 12. Stenographer 13. Insurance sales		
3. What are the essentials of good conversation?	Students discuss: 1. Talking and listening parts in conversation (listen or thy tongue will keep thee deaf) 2. Topics chosen by students to talk about in ordinary conversation. Students engage in unrehearsed class conversation. Let each student hear his voice on the tape recorder. Check for inflection and enunciation. Have	Tape recorder or cassette recorder	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	students list ways and means of improving their own conversation. 3. Aides in introduction of people. Introduce: Boys to girls Girls to boys Men to women Women to men Younger to older Older to younger Discuss response and conversation. 4. Students observe the necessity of courtesy in all communication and jobs. Compare pleasant to unpleasant conversation. Discuss how jobs and life are brighter if one thinks "you instead of thinking I."		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
4. What type of conversation is necessary for a job interview?	Have students role play people waiting for a job interview. Have students notice the personal appearance of people. Students prepare conversation and props. Have each student interview for a specific job.	Tape recorder or cassette recorder	
5. How is conversation an important part of living with others?	Students discuss: 1. Aides to good conversation at: a. Home b. School c. Recreation d. Job 2. Public relations: Have students prepare a job classification chart of many occupations dependent on conversation or related to conversation.	Resource people to speak to class on how conversation is used in their respective jobs.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	3. Have students prepare bulletin board showing job class available that depend on good conversation.	Bulletin board material needed	
6. How is conversation used in the news media?	Discuss occupational conversation in the news media: 1. Newspaper 2. Television Have students observe technician's role in putting on news programs. Stage Klassroom Kwiz in class. Have students make props. Have students develop questions to be used. 3. Radio 4. Telephone Emphasize importance of voice quality in reflecting personality, particularly over telephone. Have students draw their perception of people's faces behind the voices in cartoons.	Resource people: Editor Reporter Photographer Television Resource person from radio station Resource person: Operator	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Listen to humorous tape recorded voices of typical telephone personalities. Have students list occupations related to telephone industry.	Resource people: Supervisor Lineman Service and Repair	

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Books:

Conlin, Fillmer. Our Language Today. American Book Company.

Epstein, S. and B. First Book of Words - Family Histories. Franklin Watts Company.

Jacobson, Helen and Mischel. First Book of Letter Writing. Franklin Watts Company.

Miner, O. Irene. The True Book of Communications. Children's Press, 1960.

CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: Getting To Know Your Newspaper

APPROXIMATE GRADE LEVEL: Grade 5

MAJOR SUBJECT AREA: Language Arts

PROJECT DIRECTOR: Eugene Veverka

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INTRODUCTION TO: Getting To Know Your Newspaper

In grade five the language arts text includes a significant study of the importance of newspapers and the different sections related to newspapers. The grade five social studies text emphasizes the important role of the newspaper in early America, as well as the significance of a free press in our democratic society. These subject-related facts about newspapers will aid the work of this unit.

It is hoped that each student will grasp the importance of the development of the newspaper. It is also desired that this unit will reveal the many varied opportunities in the newspaper business. The variety and number of careers in newspapers will open a whole new dimension to the world of work.

BROAD OBJECTIVES:

1. To help students understand the historical development of writing and printing which led to the development of newspapers. Also, to help students understand how the newspaper is organized.

2. To help children develop understanding of the various sections of a newspaper and an appreciation for each of these areas.

3. To help students discover the numerous but varied jobs available in a newspaper business.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	What do you think of when I say "newspaper"? (news, communication, etc.)		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	What is the definition of newspaper? Examine resource table of different newspapers and books about newspapers. Discuss area newspapers as to their names and delivery times. Ask each child to bring in one entire newspaper for this unit study.*	Dictionary and/or encyclopedia	
1. What is the history of writing and printing?	Let the children speculate as to why writing, and eventually printing developed.	Pamphlet: Newspaper In The Classroom	
	Locate areas on world map where printing and writing developed (Egypt, China, etc.)	World map	

* Plain Dealer Living Text for six weeks

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Show film on writing.	Film: Writing Through the Ages (1951-11 min.)	
	Speaker from Geneva Free Press		
	Discuss development of printing press and its significance.		
	Assign report on Johann Gutenberg and his contribution to printing.	Encyclopedia	
	Examine several samples of writings.	Study prints 302 and 303 (Radford College)	
	Take a field trip to Geneva Free Press.	Field trip to Geneva Free Press or Cleveland Plain Dealer	
	Read and discuss the history of newspapers.	Pamphlet: How To Get More Out of Newspapers	
	Subscribe for a six week period, the Cleveland Plain Dealer Living Textbook Program.	Newspaper: Cleveland Plain Dealer Living Textbook Program	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
2. Can a newspaper influence the people to think in a particular way? Is the purpose of a newspaper to report news as it actually happened or to add the thoughts of a reporter as to his reaction of the news event.	Discuss influence of a newspaper in colonial America. Discuss importance of "free press." Read and discuss "freedom of press" rights in Constitution. Speculate as to why people read newspapers. Make a chart of different reasons why people read newspapers for bulletin board. Have each student write a paper on what he likes most and least in a newspaper and explain why.	Copy of Constitution and Bill of Rights Posterboard Magic Markers	
3. What makes the news, and where are the most important news stories found in a newspaper?	Let children look for definition of news. Discuss types of news.	Dictionary Language Arts text: Our Language Today (P. 101-102)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Make a News Calendar showing each day of the week for the length of the unit. A different child will be chosen each day to bring an article to share with the class and pin to News Calendar.	Posterboard Magic Markers News Articles	
	Read and discuss newspaper terms, specifically parts of the front page (i.e. flag, caption, main headline, etc.).	Individual newspapers Pamphlet: Your Newspaper	
	Examine individual newspapers for examples of front page terms.	Individual newspapers	
	Make a bulletin board with front page of a newspaper. Point out different parts of front page.		
	Learn to spell newspaper terms, such as flag, headline, index, and by-line.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Read and discuss what makes a good headline.	Our Language Today (P. 98-100)	
	Teacher will read some short news stories, and students will create their own headlines.	Pencil and Paper news stories	
4. What is good news?	Read and discuss leads and types of news stories.	Our Language Today (P. 102-104)	
	Discuss six questions answered in good lead of news story.		
	Each child will read news article from his own paper and identify the who, what, when, where, why, and how of the lead.	Individual newspapers	
	Discuss slanted news!	Our Language Today (P. 106-107)	
	Students will discuss current events in their area and write their own news story with good headline and lead.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Volunteers will read their news stories before the class. Display news stories.		
5. How is the newspaper staff organized?	Ask the children to make a list of members of a newspaper staff on a sheet of paper. Write a composite of their answers on board. Complete their list and discuss: 1. Editors/Feature Writers 2. Editor in Chief 3. Columnists 4. Reporters 5. Artists/Cartoonists 6. Lay-out Editor 7. Advertising writers: a. Classified ads b. Advertisements 8. Proofreaders		
	Divide class into eight groups to research one of the above. Report findings to the class.	Library: Card Catalog Encyclopedias Books	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Class will discuss different types of reporters and columnists found in area paper (sports, business, and society reporters or astrology columnists and such).	Individual newspapers	
	Book reports on members of a newspaper staff.	Books: This Is A Newspaper by L. H. Feigenbaum Come To Work With Us On a Newspaper by Jean Wilkinson	
	A group of students will role play their interpretation of a reporter's job. Other characters may be editor, witnesses, police, etc.		
	Invite a reporter from a nearby newspaper to speak to the class concerning his job.	Resource person: A reporter	
	Read and discuss mechanical staff of newspaper. (pressmen, linotype operators, etc.)	Pamphlet: Your Newspaper	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND ACTIVITIES	TEACHERS' OWN ACTIVITIES
	Show film "The Colonial Printer."	Film #05012: The Colonial Printer	
	Make a chart of steps a news story takes from the scene of the event to the street.	Posterboard Magic Markers	
	Show transparencies of Gutenberg press and rotary press. Compare and contrast the two.	Transparencies: See: The Newspaper In The Classroom	
	Show film "The Newspaper Story."	Film #37708: The Newspaper Story	
	Provide an activity centered around printing, such as potato or ink prints.	Potatoes, tempera paints and/or ink, manila paper	
6. What are the different parts of a newspaper?	Children will make a list of different sections of a newspaper. A composite list will be written on the board. Discuss.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	1. Front Page 2. Society Page 3. Entertainment/Book Reviews 4. Editorial Section 5. Advertising a. Advertisements b. Classified Ads 6. Business 7. Sports 8. Comics		
	Prepare a bulletin board showing various sections of newspaper and what they contain.		
	Make a mobile showing examples of different parts of newspaper with their respective identifying tags.	String, magic markers, crayons, tagboard, articles from newspapers	
	Children will examine their own papers to find location and organization of newspaper sections.	Individual newspapers	
	Read and discuss what is found on editorial page.	Pamphlet: Your Newspaper	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Examine editorial page of a local newspaper. Compare and contrast a well written and poorly written editorial. Write editorials about recent events or articles. Select a group of students to proofread articles. Read and discuss letters to the editor. Children will write their own letters to the editor to disagree with a topic of their own choosing. Display clippings of newspaper editorials and letters to the editor with those the children have created.	Individual newspapers Our Language Today (P. 108-111)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
7. How is the newspaper funded?	Ask children to explain how they pay for newspapers to be published. Discuss price of a newspaper and compare with cost of producing one newspaper. Write a short paper on what advertisements you like and dislike. Explain why. Read and discuss three types of advertising: 1. National 2. Retail 3. Classified Ads Make collages of ads found in magazines. Discuss different commercial advertisement slogans and illustrations. Create your own ads with slogans and illustrations. Display.	<u>World Book Encyclopedia</u> Volume 12 Pamphlet: Your Newspaper <u>Our Language Today</u> (P. 113-114) Magazines Glue Tagboard Tagboard, construction paper, glue, crayons	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Create a large mural-type advertisement of coming event or assembly. Display.	Tempera paints Roll of white paper	
	Read and discuss different types of want ads.	Our Language Today (P. 114)	
	Examine classified ads of a local newspaper. Discuss how they are written.	Individual newspapers.	
	Children will write own classified ads.		
	Write or create a large replica of a classified ad section and glue children's ads to complete the page. Display in room.	Posterboard Magic Markers Glue	
	Examine newspapers to see cost of classified ad per word. Compute the cost of ads written by the children.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
8. What are the other parts of a newspaper and what is the role of each?	Discuss why some people specifically read the business section and others the sports page. Discuss different types of people and their interests. Compare this with what they probably enjoy most in a newspaper (i.e. mother--society page; basketball player--sports page). Examine comics in a local paper. Compare with Sunday edition of comics. Divide class into groups to make lists of why people read comics. A speaker for each group will report ideas of groups. Children will create their own individual comic strips.	Individual newspapers White Paper Pencils Crayons	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Display comic strips for children to read.		
	Make a diorama of favorite comic strip characters.	Cardboard boxes, paints, crayons, construction paper	
	Read and discuss book reviews found in local papers.	Individual newspapers Our Language Today	
	Discuss how book reviews are written and why they are found in newspapers.		
	Create a book jacket (illustrate cover) and write book review on inside flap.	White paper Crayons Ink pens	
	Write a book review of a recently read library book.		
	Make a notebook of all the children's book reviews. Display in library for use by other classes.	Notebook or cover for book reviews, tape, white paper for pages	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Compare and contrast book and movie reviews.	Individual newspapers	
	Discuss importance of business, sports, and society pages. Who reads them? Are there special reporters for these areas?		
	Learn basic points of how to read stock market reports.		
	Children will write papers to read before class on a favorite sports figure.		
	Invite a sports writer to speak before the class.	Resource person: A sports writer	
	Make a wall hanging of a calendar of events for your school. Use society page calendar of events as an example and include PTA meetings, assemblies, and ball games. Display near school entrance.	Wooden strips for frame Heavy Cardboard (white) Magic Markers	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Select newspaper staff and create a class newspaper or news sheet. Allow entire class participation. Mimeograph for other classes. Advertise its arrival before circulation.	Paper Mimeograph Paper Pens	
9. What career opportunities are available in the newspaper world?	Review list of members of newspaper staff. Panel discussion of advantages of being a reporter.		
	Students will research the different jobs of staff members and report findings to the class.	Library: Card Catalog Encyclopedias Books	
	Invite a member of local newspaper staff to speak on careers.	Resource person	
	Make a movie of steps of a news story from event to newspaper on the street. The movie	Cardboard boxes, rolls of paper, paper sheets, crayons, wooden dowells, and glue	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	will show different jobs in order of occurrence.		
	Research the possible incomes and education necessary for different jobs on a news staff. Report to class.	Library	
	Illustrate the job you would most prefer in the newspaper business.	White Paper Colored Pencils Crayons	
CULMINATING ACTIVITY:	Circulate a class newspaper or news sheet to other classes.		
	Invite parents to view a display of papers, drawings, charts, movie, dioramas, and bulletin boards, and other activities of the unit.		
	Show filmstrip, "The Neighborhood Newspaper Story."	Filmstrip: The Neighborhood Newspaper Story	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Take a field trip to a large newspaper. Each student compose a newspaper.	Cleveland Plain Dealer	

SPECIAL NOTE

Because the Living Textbook Program of the Cleveland Plain Dealer has been an excellent source of material for newspaper units, the following supplementary section relative to the program has been added to this newspaper unit.

SUPPLEMENT TO UNIT

GENERAL OBJECTIVES OF THE LIVING TEXTBOOK PROGRAM

To develop students' skills in language arts, social studies, mathematics, science, home economics and business.

To increase pupils' awareness and interest in their social environment, the problems of their world and efforts being made toward solutions.

To encourage young people to read newspapers frequently, critically, and perceptively.

To instill in youth a concern for public issues and integrity in reporting those issues.

To teach the value of a newspaper in a free society.

To provide a medium of intellectual communication within families, especially between parents and children.

To prepare the voters of today to be knowledgeable citizens, worthy of their new responsibilities.

USING THE NEWSPAPER AS A TEACHING AID

I. SOCIAL STUDIES:

The newspaper not only is a report of daily events, but also is a continuing record of those events, their causes and effects. It can also be a catalyst for class action in social causes.

A. Learning current events, relating them to historic facts.

B. Collection of clippings for classification under community interest, educational problems, current history, geography, maps and weather reports.

C. Discussion of features on social problems such as drug usage.

D. Relation of information to care of public standards, values, taboos and ethics.

E. Addition of words to vocabulary.

F. Military defense preparations.

G. Study of violence in our society, its causes and effects.

H. Concept exploration:

1. Human interaction
2. Natural resources and ecology
3. Recreation, sports, occupations, industry
4. United Nations and U.S. involvement in international affairs
5. U.S. or Ohio Supreme Court decisions
6. Union activity
7. Civil rights
8. Education

I. Relating the past to the present:

1. Follow progress of a current news topic and relate to similar historic incidents.
2. Research historical background of a current news item.
3. Relate original air flights to space travel or SST; steamboats to nuclear submarines.

J. Projects:

1. Use a bulletin board showing opposing arguments in a major issue and clip related news items.
2. Place news articles near a large wall map drawing lines to the corresponding location.
3. Keep scrapbooks on certain subject areas and have periodic class reports.
4. Play historian, guessing which current news topics will be of importance in the year 2001.

II. SOCIAL STUDIES ACTIVITIES:

Other uses in social studies:

A. Bulletin board displays.

B. Quiz contests.

C. Letters to editors.

D. Construction of maps for historical events or of weather variations.

E. Use of chalkboard question box (on one issue of the same paper).

F. Scrapbook of a month's important news events suitable for the history books one hundred years from now.

G. Clippings of city council activities for a summary each month.

H. Observation of important events for a week or so in regard to space and treatment of subject matter.

III. LANGUAGE ARTS:

The newspaper is an adult product which will continue to educate the student long after his formal education has terminated. Learning to read the paper quickly, perceptively and critically is, therefore, essential.

A. Applications of rules of grammar in texts in print.

B. Detection of mistakes (bloopers in newspaper language).

C. Oral assignments:

1. Descriptions of methods of reading a newspaper.
2. Criteria for evaluating newspapers.
3. Talk on the values of the classified ads.
4. Dramatization of a job interview.
5. Descriptions of lost/found articles for ads.
6. English as a second language.

D. Study of newspaper style, such as in punctuation and capitalization.

E. Written assignments:

1. Selection of synonyms for words in headlines.
2. Construction of headlines and lead sentences based on an event.
3. Preparation of a short news story of an important event in a book.
4. Examples of nouns, participal phrases and gerund phrases in opening sentences of news stories.
5. Construction of a news story with details on who, when, where, what, why and how of an incident.

F. Other written assignments:

1. Use of news pictures for practice on captions.
2. Letters in answers to ads.
3. Write own obituary or epitaphs of famous persons.
4. Letters of sympathy and letters to the editor.

G. Reading Activities:

1. Establish extracurricular reading clubs.
2. Indicate connotations of words, such as; sad, happy, colorful, exciting.
3. Analyze current usages as the meanings of words evolve.
4. Choose an article from any section of PD and read it to the class (involves a variety of reading levels and interests).
5. Find synonyms and antonyms of given words.

H. Writing activities:

1. Utilize words in headlines for learning sentence construction, focusing on new words and the manner in which a word is used.
2. Clip out action words and use to describe the news pictures.
3. Write a letter to the editor about a current controversial issue.
4. Write a feature article or imaginary interview on a celebrity in the news.
5. Correct typographical errors in preselected stories.
6. Write character sketches of favorite cartoon characters or news personalities.
7. Write the headlines for stories preselected by the teacher.
8. Underline the basic ingredients of a news story: who, what, where, when, why and how.
9. Study the newspaper as an important form of communication in our time.
10. Use examples to point out the importance of concise, meaningful vocabulary.
11. Write explanations of features, such as what the cartoonist is saying.
12. Write captions or slogans for ads.
13. Create new headlines for articles.

IV SCIENCE:

The importance of science in today's highly technological world and the rapid pace of discoveries make The Plain Dealer the perfect vehicle for learning in all the scientific fields.

A. Discoveries too new for textbooks.

B. Records of scientific progress:

1. Inventions.
2. New satellites, moon landings, SST.

3. Air speed records.
4. Medical research.
5. Values of explorations in space.
6. Anti-pollution progress.

C. Pictures for bulletin boards:

1. Those for particular subject (such as ecology).
2. Pictures of scientists at work.

D. Use of a news story of any occurrences for pupil's translation into scientific terms.

1. Spontaneous combustion as the cause of a fire.
2. Automobile accident through involved momentum and center of gravity pull.
3. Possible erosion of parts or sudden loss of power in steering.

E. Study of weather reports, earthquakes, tidal waves, or volcanoes.

F. Early plans for science fair exhibits from suggestions in news articles.

G. Keeping up-to-date:

1. Prepare notebooks with clippings about new drugs, medical accomplishments, epidemics, space flights, geological and archaeological discoveries.
2. Make a Who's Who in Science" bulletin board and clip related news stories.
3. Compile a science dictionary of technical terminology.
4. Keep a file record of related scientific theories and the research done on each.
5. Conduct class broadcasts of news pertaining to current scientific events and discoveries.
6. Compile a weekly or monthly science newsletter.
7. File all health columns or all "Ask Andy" columns in The Plain Dealer.
8. Scientifically evaluate the claims of related advertisers.
9. Collect cartoons concerning health and science, especially on current topics of interest (water and air pollution, smoking).
10. Use scientific explanations in analysing newspaper accounts of accidents and discuss preventive measures.
11. Collect daily horoscope reports and show scientific fallacies in early mythological beliefs, basic truths underlying false beliefs and ambiguity of unscientific statements.

H. Interesting activities:

1. Collect news stories illustrating some former thinking that has proven inaccurate (e.g., surface of moon).
2. Discuss news stories with non-scientific tenability (e.g., the world will end in thirty days).
3. Discuss accounts of recent scientific discoveries, inventions and accomplishments.
4. Keep a scrapbook or file of topics including water and air pollution, sewage and garbage disposal, environmental control and recycling problems.
5. Through news stories, become familiar with these organizations and their contributions:

    a. American Medical Society
    b. American Heart Association
    c. American Dental Association
    d. American Tuberculosis Association
    e. American Cancer Society

6. Use a moon map to indicate lunar landings and give a brief summary of each mission.
7. Assign groups to do medical research from the newspaper on specific areas including smoking and cancer, heart attacks, polio, arthritis, etc.
8. Assign a science reporter and have regular broadcasts of current science news.
9. Study the weather map.
10. Keep a scrapbook of scientific advances of foreign countries.
11. Compare space exploration of different countries.
12. Hold discussion panels on assigned areas including medical advances, computer technology and environmental control.

V. MATHEMATICS:

Fundamental math processes can be easily illustrated using the newspaper. Applicability of mathematical concepts to daily living is stressed in the use of the Living Textbook in this subject area.

A. Features or articles on new concepts.

B. Sports section assignments:

1. Check-ups on standings of teams.
2. Percentages of each team for both a win or loss in the next game.
3. Batting averages.
4. Football statistics.

C. Examination of prices in grocery ads:

1. Plans for a family of four for twenty dollars (menus).
2. Cost of food for family per week.

D. Costs of classified ads for a week:

E. Uses of financial page (i.e., fractions):

1. Computation of costs of favorite stocks for $100 or $1,000.
2. Computation of possible gain or loss in stocks for a month.

F. Enriching fundamental processes:

1. Compute averages of: one week's daily high or low temperatures; several salaries listed in classified section; prices of various automobiles for sale.
2. Use pictures in paper to illustrate angular perspective.
3. Compile budget allotments for family needs on a daily, weekly, or monthly basis.
4. Collect clippings of homes for sale and discuss average costs with certain specifications (garage, air conditioning, etc.).
5. Use sports section information to devise rating techniques for area teams, understanding the use of division in computing team standings and individual batting averages.
6. Use airline, bus and train advertisements to show distances between cities, cost of total trip and average cost per mile.

G. Graphs:

Make bar graphs, circle graphs and line graphs of:

1. Average age of death.
2. Cost of living index.
3. Stock gains and losses.
4. League standings.

H. Compute fractions, percentage ratios of:

1. Percentage of paper devoted to comics, sports, news, advertising, and editorials.
2. Percentage of the United States have certain (40, 50, 60, 70) temperature readings.
3. Rates of interest of various loan companies and banks.

VI. BUSINESS:

The newspaper can be successfully used to master business and financial concepts.

A. General projects and activities:

1. Make a budget, using shopping guides and grocery ads.
2. Follow a stock, keep a graph of its gains and losses and analyze how front page news stories may have caused the ups or downs.
3. Tabulate yearly and monthly salaries from weekly scales.
4. Find examples of financial concepts such as: repossession, budget, appraisal, collateral, security, asset, liability, credit, average, ratio, discount, installment.

B. Comparisons; free enterprise:

1. Pay for an advertised item with different combinations of currency denominations.
2. Chart grocery prices for a period of time, comparing different stores' prices and indicating whether cost of certain items has changed, in what direction and why.
3. Shop for bargains, considering discounts, quality of similar items at different stores and special service given by stores.
4. Study financial statements of companies, comparing assets and liabilities.
5. Shop for the "best deal" on mortgage and/or interest rates at various banks, savings and loans, finance companies.
6. Keep a scrapbook comparing home and property values, determining trends of economic affluence and poverty in certain areas; report any attempts at solutions or progress made in solving problems in a declining area and suggest further solutions.
7. Compare price ranges of different car dealers for the same make, model and year; determine depreciation rates based on comparing average prices for the same make and model in consecutive years.

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Feigenbaum, Lawrence. This Is a Newspaper. New York: G.P. Putnam's Sons, 1956.

Sterling, Edna L. and Rice, Mabel. English Is Our Language. Boston: D. C. Heath and Company, 1967.

2. Encyclopedias:

World Book - Vol. 12.

Compton's Encyclopedia.

Encyclopedia Britannica - Vol. 16.

Britannica Junior Encyclopedia - Vol. 11.

3. Pamphlets:

Your Newspaper (available free upon request from Roanoke Times).

The Newspaper In the Classroom (also free from Roanoke Times).

How To Get More Out of Newspapers (Roanoke Times).

4. Filmstrips:

The Neighborhood Newspaper Story. Eye Gate House, Inc.

5. Films:

Newspaper Story - #37708 - Radford.

Colonial Printer - #05012 - Radford.

Writing Through the Ages - Radford.

6. Study Prints:

   Caxton and Printing - #302 - Radford College.

   Writing Through the Ages - #303 - Radford College.

7. Transparencies:

   Gutenberg Press (available from Roanoke Times).

   Rotary Press (available from Roanoke Times - pattern only for both).

C A R E E R E D U C A T I O N P R O G R A M

G E N E V A
A R E A
C I T Y
S C H O O L S

UNIT TITLE: Television

APPROXIMATE GRADE LEVEL: Grade 5

MAJOR SUBJECT AREA: Science

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

Dixie Hamilton

Jerry Sykes

ADMINISTRATIVE ADVISOR: William Porter

THE CAREER EDUCATION PROGRAM
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INTRODUCTION TO: Television

Television is a very important means of communication in the life of students today. An appreciation of the many skills needed in its development and productions is the aim of this unit.

A wide scope of learning experiences may be incorporated in the development of the unit, such as: art, science, language arts, social studies and music, with as much creativeness as possible.

BROAD OBJECTIVE:

To help children learn the various kinds of skills, talents, and careers used in the television industry.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
1. How does television get into our homes?	View filmstrips. Have individual students or small groups set up investigations and experiments in: Unit 1: The Bounce of Sound Unit 2: The Bounce of Light Review basic concepts of electricity. Show filmstrip.	Filmstrips: Sound Waves (Austinburg) Light and How It's Reflected (Austinburg) Light, Heat, Sound (Cork) Light and Color (Geneva) Exploring Sound (Geneva) Filmstrips: Magnetism and Electricity (Cork) Making Electricity (Spencer) Electricity (Geneva)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
2. What people make it possible for us to enjoy television?	Invite a local TV repairman to come to classroom and talk to students about the role of TV repair services and demonstrate with some of the tube testing equipment.	Resource person: TV repairman	
	Individual and group research on areas of interest motivated by repairman visit.	Library resources and encyclopedia research	
	Report topics: The Vacuum Tube; Television Tubes; Coil; Detectors; Live Plug; Antenna; Transistor; Speaker, Headphones.		
	Large chart to be made by students depicting occupations related to TV service and production.	Poster board Art materials	
	Bulletin board developed by interest groups.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Pictures collected concerning world of television to be used in scrapbooks, reports, bulletin board display, etc.	Art material Old magazines	
3. Why do we have television networks?	Take a field trip to TV station--W.J.W. or W.K.Y.C. Class plan interviews for students to have with workers in TV stations. Discuss field trip observations. Have oral reports on specific questions students had in interviews.	Field trip: W.J.W. or W.K.Y.C. Tape recorder Video tape camera	
4. What careers are found in television industry?	Students list careers that would be associated with the industry. Examples of careers students may become aware of: TV Salesman TV Repairman	Research from sources including encyclopedias, FCC pamphlets and interviews	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	TV Installer Business Management Accountants Typists Stenographers Clerks Messengers Ticket Manager Schedule Manager Commercial Layout Technician Time Salesman Stage Manager Floorman Set Designer Scenic Designer Sound Effect Technician Broadcast Technician Development Engineer Make-up Technician Actor-Actress Producer Announcer Cameraman Technical Director Audio Engineer Scriptwriter Lighting Engineer Chief Engineer Film Editor		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Program Director Station Manager Newscaster Newswriter Education Director Public Affairs Director		
5. What talents do I have that may fit into the work of television?	Divide into interest groups or in teams of two.		
	Create presentations for role-playing.		
	Build large TV screen for presentations.	Large refrigerator box	
	Make occupation packs for various jobs and TV careers.	Art materials Paint Paint brushes, etc.	
	Write scripts, cue cards, news reports, weather reports, plays, advertisements, sports specials, etc.	Collection of objects and materials for forming occupation packs brought from home or other community sources by students and parents.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Role-play live productions to interested audience with lots of practice. Include as many areas of jobs in TV work and entertainment as possible for fun and development of understandings. Students read books about radio and TV. Have students use the occupation packs to role-play various careers in TV and radio industry.		

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2. Filmstrips:

(Austinburg)

Sound Waves

Light and How It's Reflected

(Cork)

Magnetism and Electricity

Light, Heat, Sound

(Geneva)

Electricity

Light and Color

Exploring Sound

(Spencer)

Making Electricity